

UDA CREATION

What is a UDA?

The learning unit is an interdisciplinary training course:

- which engages the student in the role of protagonist of the learning process
- articulated around a theme and organized in phases of temporal development
- aimed at the acquisition/mobilization of knowledge and skills
- needed to promote cultural and social skills
- useful for facing and solving a problem-situation (reality task)
- which involves the creation of a work called the final product
- to be given relevance through a "public" presentation (to other classes, at school, parents, citizens).

Definition of competence of the European Council: *"competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and/or personal development; competencies are described in terms of responsibility and autonomy"*

In other words, competence is knowing how to act in a situation, which requires the mobilization and transfer of personal, cognitive, methodological and metacognitive resources to face a task/problem in a context similar to real life.

The prerequisite for the development of skills in a UdA is the acquisition of knowledge and skills, which can be:

- developed within the UdA, along the phases of development, as indispensable resources to face the task of reality
- already been developed previously and resumed in the UdA through the task of reality
- promoted contextually with the performance of the reality task itself.

The reality task allows you to mobilize knowledge and skills in solving a complex, unedited problem-situation, open to multiple solutions (or with a solution that can be reached in different ways) and relevant to real life.

The UdA is a path that aims to make students protagonists of their learning, for which it requires the adoption of teaching methodologies:

- inductive, in which the student can conceptualise and abstract starting from observation and empirical experience;
- workshops, in which knowledge is practiced and translated into know-how (learning by doing);
- cooperatives, in which collaborating in groups or peer tutoring become opportunities to create an area of proximal development in which all pupils can increase their skills (cooperative learning);

Structure and elements of a UdA

A UdA is usually made up of:

- an introductory part, which presents general information such as the axes/courses involved; the expected learning outcomes in terms of competences, skills and knowledge; the indispensable pre-requisites to deal with it; the educational value of the course; the total duration;
- a more detailed part, called the work plan of the UdA, in which the path is divided into progressive or parallel phases, for each of which the contents to be addressed, the teaching activities and strategies to be used, the types of tests are explained (verification, proficiency test or reality task) and the evaluation criteria; duration;
- a temporal planning of the development of the phases, through a Gantt diagram
- grids for systematic observation and evaluation rubrics

Tips for organizing your design

- 1) starting from the design of a couple of interdisciplinary UD's, designed by a working group or by departments, in order to have the same UD's for the classes of the same curriculum, easy to control and useful for macro-objectives to be achieved in terms of skills
- 2) once the curriculum for modules and UDA has been created, decentralize the planning to the Class Councils, in order to develop UDA:
 - closer to the specificities of the classes - easier to manage in their temporal development
 - which start from problems, interests, training needs of the pupils themselves.

The stages of the design

1. In planning a UdA one can start from several fronts: - from the choice of a theme common to the teachings of the axis, given that a UdA is usually configured as an interdisciplinary thematic path.
In this case it will be enough to look for a convergence between the knowledge of the axis curriculum;
 - from the conception of the reality task to be submitted to the pupils, which involves the creation of an elaborate (final product) to be presented to some subject, given that the UdA is aimed at promoting skills useful for dealing with problem situations similar to the real life; from the imagination of the final product, for

then reflect on the competent action that the students must put in place to achieve it;

- from the identification of the skills to be promoted, to then proceed to the description of the actual task that could solicit them.

Each UdA is aimed at promoting and evaluating skills, which is why it must include one or more real tasks. You can therefore choose to predict:

A) more reality tasks distributed in the various phases and therefore more independent products, which can be evaluated by each discipline that deals with the phase;

B) a single task of reality, which provides for the creation, along the phases, of intermediate products, that is, of articulations of the final product.

The important thing is that all teaching units that participated in the UD and the relative expected skills are involved in the evaluation process. Reality tasks start from problem-situations.

Reality tasks use problem-situations, i.e. deliveries that:

- they represent an unprecedented, significant but approachable challenge for pupils
 - appear to be open to multiple solutions or to a single solution which can be reached from different paths
 - involve the mobilization and transfer of interdisciplinary knowledge and skills and the use of high-level cognitive processes
 - are contextualized and offer the possibility of collaborating for their resolution
- they can generate a final product documenting the learner's competencies.

What to evaluate in the UdA

In each learning unit you can evaluate:

- the cultural skills promoted in the tasks of the proposed reality, ie those belonging to the cultural axes and contained in the annexes of the Guidelines
- key competencies for active citizenship (8 EU key competencies or DM 139/07) transversal to all cultural axes
- the knowledge and skills that have been mobilized and used by the student in tackling the task of reality, linked to the reference skills and belonging to the axes, as well as to the individual courses